

**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:**Cory McCullough **Lesson #:** 1 **Facets:** Explanation and Empathy  
**Grade Level:** 9-11 **Numbers of Days: 3-4**  
Topic: World War II to the Cold War  
  
**PART I:**  
  
**Objectives**  
**Student will understand that** World War II brought the United States out of the Great Depression.  
**Student will know**FDR, Hoover, Truman, Great Depression economy, American culture during World War II, Pearl Harbor....  
**Student will be able to**describe that World War II changed homeland America and imagine the lives of Americans during World War II.  
**Product:**Comic and Podcast  
  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1, Knowledge, Concepts, Theme, Patterns.  
**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major eras, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Performance** **Indicators:** a, b, c, d  
  
**Rationale:**Students will be learning how one major era in American history, the Great Depression, was ended by another, World War II.  
  
  
**Assessments**  
  
**Pre-Assessment: (Lesson 1 only)**  
Students will take a survey about general information about American culture during World War II and the Cold War, and America's involvement both events.  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
The teacher will use [Oral Questioning](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) to make sure students are fallowing what we are talking about when it comes to American culture before and after the start of World War II. The teacher will also use [Take and Pass](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) at the end of a lesson to see how much information the students retained.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will also be using a check list to give feedback to their classmates based on their comic and podcast. The teacher will give students written feedback based on a check list of what they needed for the comic and podcast  
  
**Summative (Assessment of Learning): (need to write the description paragraph)**  
In small groups, students will create a podcast about how World War II affected the lives of different kinds of Americans. Each group will choose a different group of Americans. Students can pick from Japanese Americans, women, the working class, or another kind of American that students come up with as long as it's approved by the teacher. Be sure to talk about the culture, economic, and political aspects of each group's lives. Also compare their lives during World War II to their lives during the Great Depression. 70 points  
Students will create a comic describing the life of the average american during World War II. Students can choose to include multiple characters to tell us about different kinds of American (women, Japanese Americans, soldiers, ect..) or focus on one kind of American. Get creative with it! These characters do not have to be real, but their situations and experiences should be representative of what happened to many Americans during World War II. 50 points  
  
**Integration**  
**Technology (SAMR):**  
Students will create a podcast in which they explaining America's culture and economy before and after America's entrance into World War II. This is considered modification becuase students can add music from the time period and sound effects to help spice up their podcast.  
Students will create a comic describing aspects of everyday life of the average American during World War II. This is considered modification becuase students will be making a comic using an online comic creator, allowing them add different graphics they normally wouldn't be able to.  
  
**Content Areas:**  
Art: The teacher will using content from art classes when they are showing political cartoons from the 1940's.  
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a [T-Chart](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf) to compare life in America during the Great Depression and World War II. Students will use the cooperative game [Give One, Get One](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) to review information about the transition in the culture and economy of the United States from the Great Depression and World War II.  
  
**Section II – Groups and Roles for Product**  
For the podcast project, students will be working in groups. Each group will have to make a podcast talking about how different groups of people were affected by the change in the economy and culture from the Great Depression to World War II. These roles include but aren't limited to women, the working class, Japanese Americans, ect.  
For the comic product, students will be working alone.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** At the start of the unit, students will read an [article](http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii) about a basic overview of life for the average American during World War II.  
**Logic:** Students have to think deeply about how America changed from the Great Depression and World War II.  
**Visual:** During the lesson, the teacher will use political cartoons to show the propaganda that raised moral during World War II.  
**Musical:** To start the lesson, the teacher will use a song from the time period to show part of the culture of America during World War II.  
**Kinesthestic:**  
**Intrapersonal:** Students will work on their own to make a comic describing every day life during World War II.  
**Interpersonal:** Students will work in groups to make a podcast describing America's culture and economy before and after America's entrance in World War II.  
**Naturalist:**  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
There will be circumstances that arise that will force a student to miss this class. It happens to every student every now and then. Students will be fully responsible for making up all of the work they missed in their absence. Students can either check with their study partner for what they missed or talk directly with eh teacher. Due dates for certain assignments can be changed only of it the new due date is communicated to and agreed upon by both the teacher and student.  
  
**Extensions**  
  
**Technology (SAMR), Gifted Students:**  
Gifted students will post their podcast on pod beam and attempt to get subscribers to reach the modification level.  
  
  
**Materials, Resources and Technology**

* Rubrics/check lists
* pre-assessment survey
* Handouts
* laptops
* markers
* Printer paper

**Source for Lesson Plan and Research**

* T-chart link: <http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf>
* overviews homeland America during World War II: <http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii>
* Briefly describes the life of women, the working class, and Japanese Americans during World War II:<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/wwarii/>
* describes the economic transition from the Great Depression to the Cold War: <https://eh.net/encyclopedia/the-american-economy-during-world-war-ii/>
* Describes general life at home during World War II: <http://www.ushistory.org/us/51b.asp>
* describes general information about the Great Depression and it transitioning into World War II: <http://www.history.com/topics/great-depression>
* Online comic creator: <https://www.bitstrips.com/create/comic/>
* Online comic creator tutorial: <https://bitstrips.com/series/SDPR/read.php?comic_id=LCMFP&subsection=0>
* Garageband tutorial: <https://www.youtube.com/watch?v=vv_VWD3rEMw>

**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
The classroom will be arranged into either tables of four students or desks that are grouped into clusters of 4. There would probably be about 4 or 5 groups of desks depending on how many students were in the class. This would be the optimal class set up for the group work that we have to complete during class.   
Day 1 

* We will take the pre-quiz to test their knowledge on the unit. Afterwards the teacher will hand out the syllabus. (15 minutes)
* Introduce the hook, explaining how major events change a country. Ask for examples from students, include your own (9/11, ect...). (10 minutes)
* Then we will start to talk about the economic changes between the Great Depression and World War II, using a T-chart to compare and contrast. (30 minutes)
* Students will break into small groups and begin to compare and contrast the information they received about the economies from the Great Depression and World War II. (15 minutes).
* The class will partake in a take and pass, with a short discussion on what they learned and found interesting (10 minutes).
* Homework: read textbook chapter about life in America during World War II. Students will also read the syllabus and come back with any questions they may have.

Day 2

* We will start class by discussing the life in general during World War II based on what they learned from the homework, with the teacher adding information that is missing. (20 minutes)
* The Teacher will then add to their knowledge about the culture of World War II by showing the students propaganda adds from the campaigns described in the readings as well as other cultural aspects such as music. (20 minutes)
* Students will then start their comics about the life of the average American during World War II, and then complete what they don't finish for homework (40 minutes).

Day 3

* The teacher will present a somewhat lecture about the lives of specific American's during World War II (Women, the working class, Japanese Americans) so that student will get an idea about what they want to talk about in their group project (podcast). (30 minutes)
* The teacher will explain the main features of garageband that will help students understand how to make their podcast. (20 minutes)
* Students will get in their groups and begin researching for and creating their podcasts. (30 minutes)

Day 4

* Students will continue to research and create their podcast. They will complete what they haven't finished for homework. (80 minutes)

**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that World War II brought the United States out of the Great Depression becuase, it is important for students to understand how the Great Depression transitions into World War II. *Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* Students will take a pre-assessment survey to test their knowledge about the America's involvement in World War II and America's culture during World War II. I will be hooking my students into this lesson by promoting a discussion about how one event can change a country. Students will offer up examples they can think of, and if they get too stuck I will describe events (such as 9/11). Then that will segue into how America changed after Pearl Harbor.  
**Where, Why , What, Hook Tailors:** Interpersonal, Verbal  
  
Students will know the [economic transition from the Great Depression to World War II](https://eh.net/encyclopedia/the-american-economy-during-world-war-ii/) and [culture in America during World War II](http://www.ushistory.org/us/51b.asp) (see content notes). Students will learn this information through presentations where the teacher will describe the information about the economic transition of World War II, where they will take notes using their [t-chart](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf). As the presentation occurs, students will be encouraged to ask questions about information that may not be clear. From there students will compare and contrast the economic transition from the Great Depression to World War II. Students will discuss what they read about the culture of the United States during World War II, and the teacher will add to this knowledge by showing them songs and propaganda during World War II. Students will partake in a [Take and Pass](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) at the end of lessons where they will add facts and ideas that they learned throughout the lesson.  
**Equip, Explore, Rethink, Tailors:** Verbal, Logic  
  
At the end of this lesson, students will be able to describe the economic changes that occurred in America during the transition from the Great Depression into the World War II era. Students will also be able to imagine the lives of Americans in general, as well as certain Americans such as Japanese Americans, women, and the working class. This understanding will be assessed with two different products. The first product will be a comic made from an online comic creator called [Bitstrip](https://www.bitstrips.com/create/comic/). This comic will describe how the life of an average american was during World War II. Students can choose to focus on one type of person (Japanese American, women, the working class) or americans in general. For students who need help understanding how to use this comic creator, they can use the [website's tutorial](https://bitstrips.com/series/SDPR/). The second product is a group project where students will work together to make a podcast describing the lives of certain Americans during World War II. They must choose from women, the working class, Japanese Americans, or any other group of Americans that is approved by the teacher. Students will use the program Garageband to create their podcasts. They will get a lesson about it by the teacher, as well as a [tutorial video](https://www.youtube.com/watch?v=vv_VWD3rEMw) to remind them of how to use Garageband's features. Students will exhibit exactly what they learned through these two assessments. Both are summative of what each class has gone over, as well as dive deeper into certain content area (mainly the lives of specific Americans during World War II).Students will be able to choose who they work with when it comes to the podcast project. From there, students will each choose a topic about the group of Americans that their group chose and become responsible for the research of this subtopic. Students will then run this by the teacher fro approval. With this information, the teacher can make sure that all students will contribute to the group's project becuase they know exactly who was supposed to contribute what. If one student contributes poorly while the rest of the group doesn't, then then the student who did a poor job will be penalized instead of the group as a whole. Students will asses their classmates' work through a check list showing the criteria of the assignment. Students will have an entire class period and time in another class period to work together on their summative assessment and half of another class to work on their formative assessment. In that time they can ask the teacher or other students any questions they have, or even run ideas past the teacher as well.  
**Experience, Revise, Refine, Tailors:** Interpersonal, Intrapersonal, Logic, Visual.  
  
The teacher will provide a grade based on each assignments' rubrics. Along with this rubric and grade, students will receive written feedback about their projects as a whole. The comic will be worth 50 points while the podcast will be worth 70 points. These two assessments provide the knowledge to the teacher that students understand the material about home life inAmerica during World War II before the class moves on to America's involvement in World War II. The podcast will also teach students how to use Garageband to make podcasts, which they will use later for the formal assessment of the entire unit.  
**Evaluate, Tailors:** Logic, Interpersonal, Intrapersonal.  
  
**Teacher Content Notes**  
Students will know FDR, Hoover, Truman, Great Depression economy, American culture during World War II, American economy during World War II....  
  
The Great Depression and World War II

* World War II didn’t immediately bring the United States out of the Great Depression, but was a stepping stone to do so.
* The overarching idea is that the need for war supplies bolstered the United States economy and set it up to take itself out of the Great Depression.
* The unemployment rate was [about 30% at the Great Depression’s peak](https://eh.net/encyclopedia/the-american-economy-during-world-war-ii/)
* Unemployment was [about 14.9% during 1940, and then 1.2% in 1945.](https://eh.net/encyclopedia/the-american-economy-during-world-war-ii/)
* National GDP rose [from $88.6 million in 1939 to $135 million in 1944.](https://eh.net/encyclopedia/the-american-economy-during-world-war-ii/)
* There was a major shift from having government spending from reform programs to national defense.
  + o Federal spending for defense went from [17.53% of the federal budget in 1940 to 86.68% of the federal budget in 1944](https://eh.net/encyclopedia/the-american-economy-during-world-war-ii/).
  + The economy had a major shift from creating consumer goods to creating military equipment.
    - o The national GDP for military equipment went from around 7% in 1939 to around 40% in 1944.
    - [15 million people joined the military,](http://www.ushistory.org/us/51b.asp) which classified as employed by the military.
    - Before the attacks on Pearl Harbor, the United States navy had 5,000 vessels. After 1945, the Navy had 90,000.
    - The United States produced 80,000 tanks and 300,000 aircraft during the war.

Life in World War II

* The United States culture
* The military expanded from [1.5 million to 12 million](http://www.ushistory.org/us/51b.asp) from the start to the end of the war through drafts and huge recruiting campaigns.
* The United States started the “[Work or Fight](http://www.ushistory.org/us/51b.asp)” campaign to encourage Americans to either join the military or join the work force to fuel the military.
* The “[Rosie the Riveter](%E2%80%A2%09http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/wwarii)” campaign was started so that women would leave the household and join the work force in the absence of men in the work force.
  + About 6.5 million women joined the work force during the war, many for the first time.
  + Many Americans had saw a stark rise in taxes to help fuel the military beast.
    - In 1939, the United States raised about [$8 million in tax revenue](http://www.history.com/topics/great-depression).
    - In 1945, the United States raised about [$45 million in tax revenue](http://www.history.com/topics/great-depression).
    - An American earned as little as $500 a year paid 23% if their earnings in taxes
    - An American who made over $1 million paid around 94% of their earnings in taxes.
    - Japanese were placed in [internment camps](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/wwarii/).
      * This was because of the fear of Japanese spies living among the average Americans

**Handouts**

* Syllabus
* [t-chart](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
* Comic strip direction sheet
* Comic strip rubric
* Podcast direction sheet
* Podcast rubric

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
This lesson in tailored towards clipboards because they will have a direction sheet telling them exactly what they have to complete for both the comic and the podcast. They will also have access to the rubric for both assignments while they are working on them so they know exactly what they are being assessed on.  
  
***Microscope:***  
This lesson is tailored towards microscopes because these students enjoy diving deeper into information. During the podcast project, students will have a brief overview of the lives of a couple of groups of Americans during World War II, but then will have the chance to dive deeper into their lives through their own research.  
  
***Puppy:***  
This lesson is tailored towards puppies because puppies enjoy a comfortable learning environment as well as group work. Students will partake in group work when they compare their T-charts and work on the podcast.  
  
***Beach Ball:***  
This lesson is tailored toward beach balls because beach balls love choice. Students will have their choice of who they want to work with, what topic their group will focus on, and what subtopic they want to focus on individually when they work on the podcast.  
  
***Rationale:***  
It is important for teachers to understand their students' learning styles and incorporate that knowledge into their lesson planning. Students will be more engaged when their teacher tailors to their learning styles. But, since not everyone has the same learning style, then the teacher has to adapt their lesson plans to tailor to all the possibilities of learning styles instead of just one or two.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
[Oral Questioning](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) will be used through out the lessons so that the teacher can figure out what information the students are retaining and what they are not. [Take and Pass](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) will be used a sort of exit ticket. Students will write down one thing the learned or found interesting and pass it along, and then the class will have a short discussion about it before class ends.  
  
***Summative:***  
The two summative assessments are the comic and the podcast. Students will describe the life of the average American during World War II in their comic and then the lives of more specific Americans (Japanese, the working class, women) in their podcasts.  
  
***Rationale:***  
Both of these kind of assessments are important for a teacher to fully understand if their students are retaining the knowledge they are giving them. I chose [Take and Pass](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) and [Oral Questioning](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) because it gave the teacher something to assess their student's learning throughout the lesson as well as at the end too. Comics and podcasts good summative assessments becuase they can showcase exactly what students learned throughout the lesson.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will know FDR, Hoover, Truman, Great Depression economy, American culture during World War II, American economy during World War II.... See the content notes section for more details.  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1, Knowledge, Concepts, Theme, Patterns.  
**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Performance** **Indicators:** a, b, c, d  
  
***Facet:***  
Explanation and Empathy.  
  
***Rationale:***  
Students will learn about the patterns and themes of World War II and it's lasting impact through this lesson. They will also understand that World War II ended a major era and started another.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** At the start of the unit, students will read an [article](http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii) about a basic overview of life for the average American during World War II.  
**Logic:** Students have to think deeply about how America changed from the Great Depression and World War II.  
**Visual:** During the lesson, the teacher will use political cartoons to show the propaganda that raised moral during World War II.  
**Musical:** To start the lesson, the teacher will use a song from the time period to show part of the culture of America during World War II.  
**Kinesthestic:** N/A  
**Intrapersonal:** Students will work on their own to make a comic describing every day life during World War II.  
**Interpersonal:** Students will work in groups to make a podcast describing America's culture and economy before and after America's entrance in World War II.  
**Naturalist:** N/A  
  
***SAMR:***  
Students will reach the modification section of the SAMR model with their comics and podcasts.  
  
***Rationale:***  
Teachers need to vary their teaching styles to adjust to all intelligences, which is what is exhibited in this section. If you miss one intelligence, some students may miss some information.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** Students will complete the A part of these standards. Students will be able to think creatively with technology when they use a website to create a comic strip.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** Standard A is covered in this lesson. Students will be using Garageband and [Bitstrip](https://www.bitstrips.com/create/comic/) to help enhance their learning and creativity with their projects.